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REPORT OF HON. J. L. M. CURRY,  
GENERAL AGENT.

*To the Trustees of the Peabody Education Fund:*

UNFORTUNATE as is the fact, hurtful as it is to the cause of public education, rotation in the office of School Superintendents, to satisfy party or personal obligations, still continues and seems to be remediless. The Superintendency has been changed in South Carolina, Alabama, Mississippi, Texas, Arkansas, and Tennessee. Some of the changes were due to proper causes, and the new officers are discharging their duties with fidelity and intelligent enthusiasm.

In 1884, the Trustees authorized the preparation of bronze and silver medals, and their distribution among worthy pupils in the public schools. These rewards of merit were well executed at the Mint in Philadelphia, and have been given away until the supply has been exhausted. The size of the medals, the disapproval by many teachers of such stimulants, and other hindrances to the ends sought by the Trustees, may help them to decide whether a new supply of these testimonials shall be provided.

The usefulness and popularity of the Peabody Normal College continue undiminished, and the Annual Report of the faithful and beloved President will be read with interest. The birthday of Mr. Winthrop is celebrated in conjunction with "Rose Day," and this year was signalized by addresses, the presentation of pictures, and the distribution of flowers. Among the portraits was one of Chancellor Payne, a merited tribute from the students and the faculty.

Being urged thereto by the General Agent, Dr. Payne has visited Normal and other Schools in Alabama, Georgia,

South Carolina, North Carolina, and Virginia. A royal welcome was given by former pupils, and by teachers and school officers, and to them his presence and addresses were a benediction. The Normal College has its alumni in all the Southern States, and their love for *Alma Mater* found grateful expression in doing honor to him who had been an inspiration to their noble lives. The suggestion and urging of the visit grew out of the conviction of the benefit and necessity of a closer correlation between the great Peabody Normal and the State institutions engaged in the similar work of teaching teachers how to teach. Pre-eminently useful as has been the work of the College, it cannot take the place of the separate State Normal Schools which are integral parts of the State-school systems. The Fund aids, with discriminating liberality, the great central Normal, but it aids as well, in a more limited degree, the State Normals whose establishment it stimulated, and whose work it has wisely fostered. A harmful impression prevails among a few persons that the Trustees are under an obligation and a promise to endow the Peabody Normal, at an early day, by the gift of the larger portion of the capital of the Fund. That the Trust will take care of this favorite beneficiary has been amply shown in the past, but the early and inflexible rule to help only those who help themselves has been applied to States as well as to communities, to Normal as well as to less influential schools. In 1891, Mr. Winthrop, in his annual address to his associates, said: "A well-deserved monument to Mr. Peabody will have resulted from our appropriations and labors for training teachers for the whole South," but such is "not the purpose of our proceedings in the fulfilment of our Trust." "The preparation of teachers for all the Southern States, through scholarships at a common university or college, has been and still is our great aim, and the Normal College at Nashville is only in the legitimate line of Peabody work, while it provides for the training of such teachers. All its provi-

sions for other objects and larger culture must come, and hitherto have come, from other sources than the Fund which we hold in trust." At its last session, the Legislature of Tennessee, by a large vote, appropriated \$25,000 to the College and \$2,500 for Teachers' Institutes.

It would be injustice not to mention and to praise the valuable services of Dr. A. D. Mayo during the last year. For nineteen years he has been engaged in what he properly calls "A Ministry of Education in the South," and those who know best what he has done have the highest appreciation of its utility. At the solicitation of the General Agent, he has visited six of the Southern States, and delivered instructive and stimulating addresses before schools and colleges and the general public. Of late, in addition to general work, he has, by request, made a thorough inspection of the methods of operation in several prominent schools, and his suggestions of reform have been wise and worthy of adoption.

As will be seen from the Reports of the Superintendents, the States show a steady increase in school revenues, and a patriotic purpose to enlarge the efficiency of the public schools. There has been a deep and wide-spread excitement in the South, produced by atrocious crimes, the summary and illegal punishment of criminals, some racial friction, and political action; but the people, in their passion, have not lost sight of the fact that, whatever other changes may be needed, it would be a fatal retrogression to destroy or impair the methods devised for universal education. One wonders how slowly great reforms are effected. When arguments, clear and unanswerable, have closed, long periods sometimes elapse before reason and right materialize into statutes. Prerogative and privilege, strongly entrenched in custom or law, reluctantly yield every inch of vantage ground. Religious tests, turning private opinion into civil crime, shelter themselves in "society," or the opinion of bigoted coteries, after they have been effaced

from law. England, with all her civilization and wealth, passed an Education Bill as late as 1870, and then as a compromise retained illiberal and discriminating injustice.

The Trustees of the John F. Slater Fund, at their annual meeting in April last, requested the Chairman of the Educational Committee to present to this body a paper "respecting the educational and industrial needs in the Southern States at the present time," and to ask your "co-operation in publishing such a paper" adapted to general circulation. The founder of the kindred Trust, in his letter of gift, acknowledges that he was led to his benefaction by the act of Mr. Peabody and the success of your work. Between the two Boards, partially identical in membership and purpose, there has been uninterrupted and useful co-operation.

At Capon Springs, West Virginia, there was held in June an educational conference where assembled and deliberated some experienced and sagacious educators of both sexes, and some prominent clergymen and men of business, who felt that education at the South was of unspeakable importance and demanded the best thought and energies of the whole country. This Conference had especial value "as a means for the exchange of opinion and stimulant of thought and effort, and as a clearing house of information." The proceedings elicited much comment in the public press. An Executive Committee was recommended whose chief duty it should be "to study conditions in detail, and to ascertain such facts with regard to Southern education as will make more clear what methods and agencies are to be encouraged, and what to be avoided and reformed." The general tenor of opinion and discussion, developed in the assembly, may be gathered from the following resolutions.

*"Resolved,* That the education of the white race in the South is the pressing and imperative need, and that the noble achievements of the Southern commonwealths in the creation of common school



systems for both races deserve not merely the sympathetic recognition of the country and of the world at large, but also give the old and high-spirited colleges and universities of the South a strong claim upon a generous share of that stream of private wealth in the United States that is enriching and vitalizing the higher education of the North and West.

*"Resolved,* That the conference recognizes the discernment and wisdom of the pleas that have been made in its sessions for the encouragement of secondary schools in the South as a necessary link between the common schools and the colleges, and that it recommends the subject as one urgently appealing on the one hand to the counties and peculiar localities, and on the other hand to the framers of the educational system and policy of the States.

*"Resolved,* That in the development of industrial education upon lines now well established by noteworthy models, the conference recognizes a basis for hearty and united co-operation on the part of all friends of Southern education, and further recognizes a hopeful means toward the better working out of existing social, economic, and racial problems."

#### NORTH CAROLINA.

The Hon. Charles H. Mebane, the State Superintendent, putting himself in active sympathy with the whole work of education, is recognized as a forceful leader. His Report to the Legislature is a document full of valuable information. The children of school-age number 623,400; the total school revenue is \$824,238.00. The Assembly passed a local taxation law, allowing townships to vote upon the question of taxation to an amount not exceeding 30 cents on the \$100 of property, and 90 cents on the polls. An appropriation of \$100,000 direct from the treasury was made to the public schools. These acts have some significance as showing "a renewed pledge to the idea of universal education." The high schools and colleges received proofs of legislative favor. The Superintendent held five Institutes for colored teachers, with such favorable results as to jus-

tify a larger expenditure next year. The urgent request for consolidation of colored Normal Schools was not granted. Schools misnamed Normal are deceptive, and what is taught in them can be better taught in graded schools. The Normal and Industrial College at Greensboro, in the scope and character of the work done, in its large patronage — ninety-four counties enjoying its benefits — maintains and increases its deservedly high reputation among the Normal Schools of the country. The able and indefatigable President says : —

“ Beginning in 1892 with dormitory capacity for less than 150 boarders, with only fifteen recitation-rooms in the College building, including chapel, President’s office, and Physician’s office ; with a teaching force of fifteen, including assistants, and with an enrolment of 223 students, the Institution has steadily developed until, at the end of its sixth year, it had dormitory accommodations for about 350 boarders, 25 rooms in the main building, a teaching force of thirty, and an enrolment of 437 regular students, besides 188 pupils in the Practice and Observation School, 14 non-resident students in Stenography, and 44 specials in cooking, — making a total of 683 receiving instruction from the faculty of the College. The records show that during the six years about 31 per cent of the regular students defrayed their own expenses without help from parents ; that 66 per cent would not have attended any other North Carolina college ; that about 81 per cent received their previous training partially or entirely in the public schools ; and that, including the enrolment of new students this year, the total number of matriculates will be about 1600. Of the 118 young women who have received the College diploma during the past six years, all except six have taught since their graduation. About 100 graduates of other colleges have been among the students, and they usually come for special work in the Normal or in some Industrial Department. Every city public-school system in the State, from Asheville to Wilmington, has given employment to our students. About twenty students each year earn their board and laundry by caring for the dining-room. No servants do any work in that room.



Ten students care for it in the forenoon and ten in the afternoon, and all do their college work when not so engaged."

#### ARKANSAS.

The Hon. J. J. Doyne, who has entered upon his work with zeal and efficiency, says:—

"Permit me, in the name of the citizens of Arkansas interested in education, and of the teachers who are alive to the needs of our State along this line, and, consequently, are striving to render themselves more proficient, to thank the Trustees for the aid extended in the Peabody appropriation.

"While our Legislature, at its last session, failed to make any appropriation for the maintenance of Summer Normals, it must not be concluded that the majority were not deeply interested in the success of our schools, and were not willing to do all that seemed to them best for the support and advancement of the same. Many causes militated against the renewal of the appropriation; especially were three elements at work potently: the politician, the demagogue, and the low-grade teacher. In the four years past, in which the State set to work to aid the teachers in self-improvement, and required that they take advantage of this assistance, and attend the Summer Normals, the grading of teachers has undergone quite a change for the better. Thus in 1895, the first year of the Summer Normals, there were in the State 3074 first-grade teachers; in 1898, this number had been increased by nearly 1000. Our State contains seventy-five counties. Owing to the limited fund at my disposal, it was impossible to hold an Institute in each county, and thus the counties were grouped as nearly as practicable into twos, and a place, conveniently situated, was selected in each of the thirty-four groups for the Institutes for white teachers, with an enrolment of 1547, and in the fifteen groups for colored teachers, with an enrolment of 761. To each of these Institutes, a competent instructor was sent, who for five days conducted the work after an outline prepared by the Department.

"I found the teachers active and interested, and in each of the forty-nine Institutes resolutions, indorsing the Institute and

thanking you for the kindness shown, were passed. In many counties in which no Peabody Institute was held, the teachers arranged for Institutes to be paid for by them, while in several counties in which these Peabody Institutes were held, the session was extended to two, three, and in some instances, four weeks, the teachers bearing the additional expense. This determined effort on their part to do for themselves, at a sacrifice, what the State had been doing for them, augurs well for their success in their profession. The Legislature appropriated for the Branch Normal School at Pine Bluff for the next two years, \$9300, and for the Normal Department at the University, \$4250.

"You will pardon a slight digression at this point, in order that it may be seen, in some measure, what the State is doing for the negro, as on this question the public likes to be informed. I quote from the latest information attainable.

Total tax paid by the State last year . . . . .	\$2,621,538.31
Total tax paid by the negroes last year . . . . .	\$132,111.20
Per cent of tax paid by the negroes . . . . .	.05
Total scholastic population last year . . . . .	466,563
Total negro population last year . . . . .	129,398
Total paid for teachers' salaries . . . . .	\$1,065,287.00
Estimated amount paid for negro teachers' salaries . .	\$234,362.00
Estimated per cent of school money expended for negro education . . . . .	.22 "

#### GEORGIA.

The development of the school system in Georgia has been very interesting. The enrolment for 1896-97 was 446,177 against 381,297 in 1889-90, and during this period, the average school term was extended from 83 days to 116, and the expenditures increased from \$1,190,000 to \$1,765,000. Under a local tax system which is being widely adopted, four counties and thirty-eight cities or towns have schools which are sustained on the average for nearly nine months in the year. In other places, the term is usually about 100 days, or equivalent to five months with 20 school days in each. There are some serious failures to place the whole system on a high plane;

but, under the able management of the Hon. G. R. Glenn, there is the prospect of hopeful improvement. His Report is a frank expression of well-considered views, and it is better that it should be given in full : —

“The greatest change in our educational situation in Georgia since my last Report is the rapid conversion of our people in favor of manual training in the schools. There was scarcely a paper read at the State Teachers’ Association that did not favor the introduction of manual training, wherever practical. At the recent meeting of the State Agricultural Society, Mr. Hoke Smith, former Secretary of the Interior, made a notable address in favor of the introduction of manual training in all of the schools. The president of the society has also made some excellent addresses on this subject.

“Four of our city systems, Columbus, Atlanta, Newnan, and Athens, will embody a course of manual training for every grade at the opening of the fall session. In two counties, the Boards of Education have instructed their teachers to prepare themselves for this addition to our school work. The conviction is growing that the brains of our children must be developed through the hand as well as through the eye and ear. The motto has come to be, ‘Learning by doing, as well as learning by seeing and hearing.’ I do not mean to imply that we shall lay less stress upon what has hitherto been known as the ordinary elementary branches, but we shall lay more upon the training of children in nature studies, free-hand drawing, modelling, etc. We are beginning to see that the children must be trained at school to do things, as well as to think things, and that the conversion of our vast resources of raw material into manufactured products that the world wants, must be done by skilled labor, the foundation of which must be laid in our common schools. In the Normal Schools at Athens and Milledgeville, more stress is laid than ever before on this important matter. Both of these schools, supported in part by the Peabody Fund, have had very great prosperity so far as numbers go. The enrolment at Milledgeville has been over four hundred, and at Athens more than six hundred. It will not be many years until all of our

schools can be supplied with teachers that have had more or less manual training.

"The only discouraging feature in our educational outlook is the attitude of the popular mind in regard to the education of the negro. Many of our leading men openly express the opinion that to educate the negro is to disqualify him for any position that will be open to him in this country. We have so many awful tragedies in recent years, that the conviction seems to be growing that the only remedy is the separation and entire isolation of the negro race. In the atrocious crimes committed by the baser elements in the negro population, almost without exception, so far as any reliable testimony can be gathered, the criminals are not only ignorant, but beastly and brutal because they are ignorant. Stress is laid upon the fact that these criminals are almost always under thirty-five years of age, born, therefore, since the war; and the deduction is immediately drawn that the negro has retrograded morally and spiritually since the shackles were struck from his limbs. It is unquestionably true that in many sections of our State, especially in the sparsely settled rural districts, our women are in a state of constant alarm.

"When it is recalled that the negro under the discipline of slavery never committed one of these modern crimes, it is, perhaps, not surprising that the hasty conclusion is drawn that education of the negro race has not helped to improve the morals of the race. What I fear most is that our people, excited to frenzy by the continued assaults upon defenceless women by these uneducated and brutal beasts, will start a war of extermination upon the entire race.

"If it be true, as has been alleged, that no educated negro has ever committed this nameless offence, then it would be better for the Southern States to spend millions of dollars annually in educating every member of the race, rather than that one woman should suffer, or an irresponsible or lawless mob should wreak its brutal vengeance upon the brutal author of the heinous crime. It is said that the negro was safe and law-abiding as a slave largely because the brain-development he got came through his hands. He was universally a producer of something, and

was constantly kept employed. If we now had compulsory attendance upon well-organized manual-training schools everywhere in this country, we would find in a few years the right solution to all of our troubles. Certain it is that brutality in any race cannot be removed by shot-guns, nor by the lyncher's rope. It cannot be tortured out nor burned out. If the teachings of our Christian religion and civilization are the correct teachings, it can only be educated out.

"This leads to the remark that one of the chief wants is the right kind of a teacher for the young of the colored race. A majority of the teachers among the colored people are, at the best, very poorly equipped for their work. In many cases it is the blind leading the blind. While there has been a vast improvement in recent years among the teachers of the colored race, we must remember that not exceeding ten per cent of the race has yet had any adequate preparation for the work of training the young.

"It is a notable fact that the colored schools in the South that are properly provided with the right kind of teachers have kept records of all the pupils that have gone out from under the influence of the school, and in the case of a great majority not a single graduate has yet 'gone to the bad.' This only intensifies the argument that with the right kind of teaching we could redeem the race. I must not fail to lay emphasis upon the good work that the Peabody Fund is doing for the colored Institutes in Georgia. Institutes were held this year in Atlanta, Newnan, Columbus, Americus, Cuthbert, Hawkinsville, Statesboro, Quitman, Waycross, Greensboro, and Augusta. The teachers in these Institutes have laid unusual stress not only upon the manual training for the colored child, but for a broader and deeper moral and Christian education. Another creditable feature of the Institute work has been that the teachers themselves have begun to insist that those who are unfit morally, religiously, or educationally, shall be weeded out from the ranks of the profession. These are some of the hopeful signs that appear through the rift in the clouds. If the day shall come when we can have the right kind of training for the children of this race in all of the schools, I believe that we can eliminate from the problem

every factor that now puzzles and perplexes us. If our civilization, our Christianity and our statesmanship combined cannot show us a way to discover and remove these unknown factors, then I see no answer to our problem."

#### VIRGINIA.

Full extracts are given from the Report of Superintendent Joseph W. Southall, which is so instructive that it may serve as a model for such papers: —

*"Peabody Scholarships.* Of the eighteen scholarships allotted to Virginia in the Peabody Normal College, eight became vacant at the close of the last session. Twenty-three persons stood the examination this year, as against nineteen last year; and the lowest average made by any of the successful contestants was eighty-four (84) per cent of the maximum valuation. The increase in the number of applicants and the advancing grade of scholarship evinced by the applicants show that these scholarships are highly prized by the ambitious teachers of the State. The services of the Peabody graduates are in great demand in the private as well as in the public schools.

"I am pleased to report that all the State Normal Schools are in a flourishing condition, and are constantly increasing in efficiency and usefulness. In recognition of the valuable work they are doing for the public schools of Virginia, the State Board of Education recently adopted a regulation granting to graduates of the State Normal Schools, and to the Virginia graduates of the Peabody Normal College at Nashville, certificates to teach in the public schools of Virginia without further examination. The visitations that I have made to these institutions, and the personal inspection of the management and courses of instruction, convince me of their high character and the valuable services they are rendering in sending out every year the best equipped teachers for the work in our public schools. In the absence of any formal report from the President of the State Female Normal School, Robert Frazer, LL.D., at Farmville, I am not able to give such a detailed account of the



work as I should like to do. Three hundred and forty-two students were in attendance, ten less than the previous year, — due, probably, to the fact that students are now required to pass an entrance examination. The course of instruction has been enriched, and the standard of attainment advanced, to keep the school abreast of the best institutions of the kind in the country. Superintendents in every section bear willing testimony to the eminently satisfactory work of the graduates of this institution in our public schools ; and many of the best private schools in the State are employing them to give instruction, especially in the elementary and grammar grades.

“The State Normal School established in 1889 in connection with the College of William and Mary, while not a beneficiary of the Peabody Education Fund, has been doing such valuable service to the public school system of the State as to deserve some mention in this Report. It is the unanimous testimony of superintendents that the young men who come out from the Normal Department of this venerable college are better suited for the work in our public schools than the graduates of any other institution in this State for the education of men. This opinion finds confirmation in the increasing demand for the normal graduates of the college to fill principalships of public graded and high schools in all parts of the State.

“The Hampton Normal and Agricultural Institute has entered upon the thirty-second year of its useful life. The school has grown during this brief period to its present magnificent proportions, with its fifty-six imposing and well-equipped buildings, eighty officers and teachers, and its thousand students. In the beginning, the chief purpose of the school was to prepare young colored men and women for the work of leading their people as teachers in the public schools of the South ; but as the school developed under the guiding hand of General Armstrong, the need of industrial training became more and more apparent. The establishment of the Trade School at Hampton created an epoch in industrial training in the South. Its influence has been felt throughout the Southern States. Hampton is the centre from which have gone out the forces that have built up and maintained industrial schools in the South. The ideal

that Hampton has had in view from the start is to enable its graduates to make the best use of the circumstances in which they are placed. This is the great object of education. The work-shops and the agricultural, the sewing, the cooking, the dressmaking, and the laundering departments of this great school give such instruction to the students as will best fit them for complete living. And yet it would appear that this noble institution is not so highly appreciated by the negroes of the South as it should be. Dr. Frissell, the able principal, in his admirable report to this office, says: 'There is an inclination on the part of the colored people to give all their thought and money to their churches, and to help to build up academies under denominational control, elect principals, and send them North on begging tours. The work of these academies is often very poor, and they come in direct competition with the public schools of the South, to which the Southern people are annually contributing several million dollars.' He puts the whole purpose of the Institute into these powerful words: 'Hampton is bending all its energies to create an enthusiasm for country life. The negro for the country, and not for the city; for the South, and not for the North, is its thought. . . . Young negroes are coming out from the public schools of Virginia cities and counties with a knowledge of books, but with no handicraft. Unfitted for the menial pursuits in which their parents engaged, they become vagabonds and criminals.' The aim that Hampton has in view is to send out teachers who can combine with the common-school branches practical instruction in the industrial arts. It is to be hoped that this influence will become permanently incorporated in the public schools for the white, as well as for the colored children of the State. During the past session, there were 996 students of whom 864 were negroes, and 132 Indians.

"The Virginia Normal and Collegiate Institute at Petersburg continues to do excellent work. There were 328 students in attendance during last session, an increase of twelve over the previous year. For the first time the full number of State students (200) allowed by the Act of Incorporation were in attendance. It gives me pleasure to bear testimony to the ex-

cellent management under President Johnston and his efficient corps of instructors. While the academic course of study is extensive and thorough, there are excellent courses in cooking and needlework for the girls; but as yet no provision has been made for giving instruction in the industrial arts to the male pupils. Until this is done, the school cannot fully perform the work for which it was established.

*"Summer Normal Schools.* Five Summer Normal Schools were held this year, — three for white, and two for colored teachers. The graded course of instruction inaugurated some years ago was continued. This course now embraces reading, spelling, dictation, language, arithmetic, geography, United States history, civil government, vocal music, drawing, psychology, nature study, theory and practice of teaching, and methods. It will be observed that the course formerly pursued was enriched by the addition of civil government and vocal music. Early in the year, arrangements were begun to secure the best instructors and the largest attendance at all these Institutes, and the results attained exceeded the most sanguine expectations. All the summer schools for white teachers began on the 26th of June and closed July 21st.

"The Summer Normal at Fredericksburg was conducted by, Professor Charles H. Winston, LL.D., of Richmond College, whose long and useful service in this work is highly appreciated by this Department and the teachers who have enjoyed the benefits of his training and administration. Of the 295 teachers enrolled, 131 received perfect attendance certificates, while the average attendance, embracing 54 counties, was not far from 230, or about 78 per cent. Dr. Winston, in his interesting report, says: 'Without going into details, or making invidious discriminations, I may speak in the highest terms of the work done by each and all of the instructors. The universal sentiment was that the instruction was practical, full, and of high order. As a consequence of this, I may say that of the many normals I have conducted, none has exceeded this one in good order, in singleness of purpose, the earnest spirit, the ready teachableness, and the devotion to work that characterized both instructors and teachers from beginning to end.'

"The Normal at Pulaski was held under the conductorship of Professor Thomas J. Stabbs, Ph. D., of the College of William and Mary; the work done seems to have been of a high order of excellence, and the teachers were enthusiastic in their devotion to duty. The total enrolment reached 187.

"*The School of Methods.* The eleventh session of the School of Methods was held in the city of Roanoke, whose people gave it a royal welcome and contributed of their means and efforts to make it the greatest summer school for teachers ever held in the South, if not in the entire country. Superintendent E. C. Glass, of Lynchburg, the founder of the school, was the Conductor, and Principal Willis A. Jenkins, of Portsmouth, was his able associate in the management of the school. The faculty consisted of Emerson E. White, Cincinnati; Principal James L. Hughes, Toronto, Canada; Miss C. S. Parrish, Lynchburg; Superintendent E. P. Moses, Raleigh, North Carolina, and eighteen others. The School of Methods has a more extensive and thorough course of instruction than is to be found in the other summer schools. In order to provide this, a small tuition fee, three dollars per session, was charged. Six hundred and ninety-four teachers were enrolled, or about two hundred more than at any previous session. Of these, six hundred and thirty were white, and sixty-four were colored, — the latter being taught, as heretofore, in a separate building. These teachers represented eighty-two counties and thirteen cities of Virginia. Teachers were present from seven other States. For the past three years, Manual Training has been taught in the School of Methods; and though the Conductor was disappointed in not securing for this subject the instructor he had selected, the work done by Professor Gutman was most satisfactory. It is the purpose of the Conductor to emphasize and enlarge this department from year to year.

"Half of the Peabody appropriation for Institutes was applied to the payment of instructors for the colored teachers, — \$500 to Hampton and \$100 to Petersburg; the balance paid to instructors for the Hampton Summer Institute was paid from the State appropriation for this object.

"*Normals for Colored Teachers.* The summer session of the Virginia Normal and Collegiate Institute was conducted by Presi-

dent Johnston, assisted by his regular faculty, beginning June 12 and ending July 7. One hundred and ninety-four teachers were enrolled; the average attendance was large, and personal inspection of the work done convinces me of its great value to those who attended the school.

"The Hampton Summer Normal began July 5 and closed July 29. It was conducted by Professor Hugh M. Browne, formerly of Washington, D.C., but now connected with the Hampton Institute. The outbreak of yellow fever at the Soldiers' Home and other causes prevent me from giving as full an account of the work done there as I should like to do.

"Three hundred and eighteen (318) teachers were enrolled, and both Dr. Frissell and Conductor Browne inform me that it was the most successful summer school ever held at Hampton.

"*The State School System.* The educational progress made by Virginia since the close of the war is the most striking and honorable feature in her recent history. The public school system of the State is not yet thirty years old, and yet few States in the Union have a better system of schools, and none with her resources can outstrip her in educational interests. The following statistics of the public school system of Virginia for the year ending July 31, 1899, will be scanned with interest:

Schools in operation: white, 6,350; colored, 2,290. Total, 8,640. Pupils enrolled: white, 248,583; colored, 124,234. Total, 372,817. Teachers employed: white, 6,558; colored, 2,127. Total, 8,685. Value of school property owned by districts, \$3,100,000; revenue of the system: From State funds, \$983,569.95; from local funds, including city appropriations, and county and district levies, \$880,134.05. Total revenue, \$1,863,704.00. Expenditures for support of system: For pay of teachers, \$1,409,289.00; for equipment, 171,089.50.

"The State also makes liberal appropriations every year to the University of Virginia, the Military Institute, the Polytechnic Institute, and the Institution for the Deaf and Dumb and the Blind. All these institutions are reported to be in prosperous condition, and the prospect for them all is very encouraging. The Professional Course of Study which I have recently outlined for teachers whose first grade certificates are about to expire,

includes civil government, general history, English and American literature, physical geography, elementary algebra, pedagogy, and school laws. The successful completion of the course within the period of the three years will entitle the teachers to a certificate that will practically free them from further examination. I observe with pleasure the action of several of the most progressive cities in the State in declining to employ any teacher for their public schools that has not had thorough normal training.

"In concluding this Report, I desire to congratulate you on the able, wise, and successful administration of the noble benefaction of which you are the General Agent, and to express the grateful appreciation that I, in common with all Virginians, feel for the generous manner in which you have used these funds to foster the educational interests of this historic Commonwealth."

#### SOUTH CAROLINA.

The Hon. John J. McMahan, the new Superintendent, a young man of culture and energy, has entered upon his work in a manner that promises to signalize his administration as an educational epoch in the State. To this end he gives special thought to the problem of raising the standard of efficiency of the teachers in the rural schools. "I must express my positive conviction that the one great field for the most effective expenditure of the Peabody money is that of training more thoroughly the teachers who now are doing the teaching in the country schools. We have three thousand white teachers and two thousand colored teachers in this State, many of them poorly fitted for the task, and all of them in need of a wider range of intellectual vision, as well as more thorough training in the subjects which they are immediately concerned in teaching. The Normal Colleges in this State cannot in this generation supply the teachers to supplant those now in the work." In execution of this idea an appropriation of \$5,000 was secured from the Legislature "for the better



instruction of the teachers of the public schools." This sum, supplemented by the Peabody grant and from other sources, enabled the Superintendent to establish a school of four weeks' session in each county, with a regular curriculum of study and recitations. The object was to give instructions in the subjects that constitute the substance of the common school course, English, arithmetic, and geography. The attendants were put regularly to work, and examinations required at the end were reported to the general office in Columbia. These summer schools have been opened to actual teachers and to persons intending to apply for teachers' certificates. A large number of promising young men and women have attended the schools with the view of becoming teachers. Many of the school boards not only advised their teachers to attend, but paid all or part of their expenses. In connection with the Winthrop Normal College was held a summer school for study and work, with an enrolment of about 400, and an exceptionally able faculty of twenty-five instructors. It was such a splendid success that Dr. Carlisle of Wofford College, "the Nestor of the school-room," said it had elevated the educational work of the State to a distinctly higher plane. Dr. Joynes, of the State College, a scholar and teacher of highest repute, with large and successful experience in summer school work, said that it made a new departure in school work in the State, and, "reflected infinite credit" upon the Superintendent. Professor Means Davis of the same College writes :

"Persons who have attended summer schools in other States declare that they have never seen better work, and scarcely ever have seen any as good. A spirit of enthusiasm pervaded every department, and both teacher and pupil were on their mettle. The personnel of the school was much above the average, and it was drawn from all sections of the State. Never before have all the teachers been brought into such close personal relations. The effect of this State Summer School is manifestly being seen

in the successful opening of the various county schools. We are indeed entering upon a new educational dispensation."

"It is in my plan to supplement the work of the summer schools by providing a course of study and instruction through the fall and winter, to be given to the teachers at the monthly and fortnightly meetings of County Associations. Teachers unwilling to profit by these opportunities will be weeded out of the profession. A general system of study and instruction for the teachers of the entire State at once sharply distinguishes the ambitious and capable from the drones." So writes the able Superintendent and adds: "The funds available for Institutes, including \$3,400 appropriated by the State Board, amounted to \$10,014, by far the largest ever yet expended in the State for that purpose. . . . A substantial beginning has been made towards introducing drawing into the public schools. . . . Eight schools were provided for the negroes, each having three instructors. The attendance has been in no case less than seventy, and in some cases over a hundred. The schools were judiciously located in the centre of the negro population, and the teachers expressed gratitude. Two thousand white teachers and about eight hundred negro teachers attended the summer schools. I trust the Legislature will continue the policy of aid, but as the Institutes began here through means furnished by the Peabody Board alone, the present large proportions of the work must be credited after all to them."

The Winthrop College, with an enrolment of 344 in college classes and 129 in the model school, had a most successful session and graduated fifty-nine of the students. A kindergarten is to be organized for the next session, in connection with the Normal department. Six hundred applications for admission to the College have already reached the President. "The College has already materially raised the standard of teaching in the State. Its graduates are sought after by the best schools, and to a large extent have met the demand of the city graded schools for progressive teachers. A large number of those trained in this college are now teaching in the country

schools." This great college for women, established by our Board, "has a handsome plant and is liberally and cheerfully supported by the Legislature." The Charleston Schools, for which a special grant was made, have done unusually well. Mr. W. K. Tate, a graduate of the Peabody Normal College, at the head of the Memminger Normal, has made his impression upon the educational forces of the State.

#### ALABAMA.

The Hon. John W. Abercrombie has made good proof of his interest in the responsible work committed to his hands by visits to schools, by public addresses, and by active work with "the powers that be." The last Legislature increased the public school fund from \$650,000 to something over \$1,000,000, and gave to Florence \$7,500, Troy \$5,000, Montgomery (including agricultural appropriation) \$8,250, and Tuskegee (including agricultural appropriation) \$4,500. In all the departments at Tuskegee, including 26 industrial divisions, are 88 officers and teachers, with over 1,100 pupils, representing 24 States and Territories. A new Trades Building has been completed. The instructor in Agriculture went before the Legislature, and his exhibition of methods and results excited the deepest interest. So frequently, fully, and warmly has Mr. B. T. Washington's noble work been described and commended that it seems only necessary to add that no man of his race is more honored in the whole country, or is doing more for giving to the negroes proper ideals and ambition. The Montgomery School, which receives its entire revenue from the State and the Peabody and the Slater Funds, had about 500 students, 179 male and 319 female, and is doing a very valuable work, in general and in industrial education. As the North and the South are awaking to the conviction that the African question is too big and too serious to

be neglected, too fundamental and complex to be solved by any one agency, it needs to be repeated and emphasized that this school was the first to be established by a Southern Legislature and that from its origin to the present hour its main aim has been a practical and useful education. The Troy Normal College, with 491 regular students, under the Presidency of Edward M. Shackelford, A.M., increases its high reputation, and its influence for good is recognized by all who understand its work and are anxious for the success of the public schools. The State Normal College at Florence had in attendance 325 students. Over 90 per cent of the Normal students are training for the profession of teaching, and more than 40 per cent have been teachers in the public schools of the State. The Institution is exclusively normal. Every course is designed for teacher-training. President Wilson sends an interesting Report, from which several paragraphs are extracted: —

“At the beginning of the past session, all students entering for the first time were required to stand written examinations before being assigned to any class. So far as I know, only one person declined to enter on account of having to stand these examinations, and though most of the new students have been classed at least one year lower than they expected, the enrollment has been the largest in the history of the Institution with the exception of one year. As a result of these examinations, students will have to spend one or two more years here, and the course of study has been correspondingly raised. There were seventy-four members of the Senior class, and a notable feature of the class is the large number of graduates of other institutions who came here for training in methods of teaching.

“A most important adjunct to the Normal College is the Model School, in which there are six grades with a course of study corresponding closely to that of the best elementary schools, with the addition of some special work in nature study and other branches which the resources of our school make

practicable. An expert teacher presides over this Model School, and teaches a class in each grade every day. Most of the teaching in this school is done by members of the Senior class under the direct supervision of a competent critic teacher. These pupil teachers have had at least two years of work in the study of the methods of teaching, or else they have had two, three, or even more years of experience in teaching in the graded schools of the State. They are required to submit plans for each day's work to a critic teacher who is present during the recitation and criticises the work done by the pupil teacher at the close of each school day. The fact that many of these pupil teachers have given up their positions in the graded schools, in order to become better teachers, argues for their worth. They are in no sense making experiments upon the victimized child, for their plans of teaching are formulated in accord with approved and tried methods. Nor does this training in methods by any means stifle individuality in the character of the young teacher, but, on the contrary, develops that quality, as this is constantly insisted upon by the critic teacher. The pupil teachers are not alone responsible for the teaching of the grades; the principal looks after the physical and moral welfare of the pupils, and teaches one class in each grade every day. This Model School, which exists in part for the benefit of the pupil teacher, would fail of its aim in this direction, were the teaching nothing more than unguided experiment. In order that it shall afford valuable training to the young teacher, the utmost care is taken that it shall be in fact, what it is in name, a model school. The number of pupils is limited and places are eagerly sought in this school, where tuition is charged, though there is in the town of Florence one of the State's best graded schools. The aid furnished from the Peabody Fund has enabled us to have the Model School, and to supplement the salaries of the professors in the various departments, thereby securing teachers of first-rate ability. This Institution stands for thorough, accurate scholarship, and to attain this it has insisted upon a faculty whose members have had not only normal training, but work in real universities. Your aid has made it possible to keep up this high standard in our faculty. I beg leave to thank you, most

heartily, for the encouragement and support we have derived from your addresses on the occasion of your visits to this place ; they will serve for many years to come, as an inspiration to better teaching on the part of both faculty and student teachers."

## LOUISIANA.

From a full report of the Hon. J. V. Calhoun, whose efficient labors have produced most valuable results, some interesting extracts are given.

*"School Legislation.*—The memorable address which, at our solicitation, you delivered before the Convention assembled in February, 1898, to write a new constitution for Louisiana, was followed in a short time by constitutional and legislative enactments from which have flowed and will continue to flow great advantages to our whole system of public education.

"The old State Constitution contained nothing conducive to the advancement of the public schools of the State ; it provided for them no certain revenue ; it permitted the co-education of the races ; it allowed the annual appropriation for schools to be fixed by altering circumstances, and the caprice of the General Assembly ; it legalized special taxation for purposes of public improvement, the construction of bridges, court-houses, jails, repairing of public roads, and like good objects, but not for the purchase of property for educational purposes, the erection and furnishing of schoolhouses, the payment of teachers, and the general improvement of local school work. The meagre annual appropriation for the schools of the whole State voted by the legislature was reduced one-fifth by a constitutional provision requiring the payment out of the current school fund of the yearly interest on the funds derived from the sale of lands granted by the United States for the promotion of public education in the State, the amount of which interest was sixty thousand dollars a year.

"The new State Constitution requires the General Assembly to levy an annual poll tax of one dollar upon every male inhabitant of the State between the ages of twenty-one and sixty years



for the maintenance of public schools in the parishes where it is collected, and by this clause we are assured of an addition of from thirty to forty thousand dollars per annum to our school money. The State tax on property for all purposes whatever was limited to six mills on its assessed value, and county, municipal, or public board tax to ten mills on the dollar of valuation ; by the terms of our new constitution, any parish (county), municipal corporation, ward, or school district may levy a special tax in excess of said limitation, not to exceed in any one year ten mills on the dollar of valuation, for the purpose of giving additional support to public schools and erecting public school-houses, and furnishing and equipping them, and aiding local education in every possible way. This authorization given by the solemn voice of the constitutional representatives has animated the localities like an act of independence from old restraints, and police juries and town councils are everywhere, at the request of the property holders, levying special taxes for their schools, some two, some three, and not a few five extra mills for education. Certain troubles occasionally met have been obviated for the future by the constitutional requirement of separate schools for white children and negroes. Schools for kindergarten training are permitted to children under six years of age. The means of securing good local supervision has been afforded by the removal of the old constitutional restriction of the salary of parish superintendents to two hundred dollars a year. The legislature now leaves to the parish school boards to fix the salaries of parish superintendents at any annual sum between two hundred and twelve hundred dollars. A charitable provision is made in favor of indigent pupils in the City of New Orleans whereby the City School board is required to appropriate not less than two thousand dollars a year to furnish such pupils with necessary books, free of expense.

“The old constitution determined no fixed rate for the support of the schools by the State ; the present instrument directs that not less than one and a quarter mills of the whole amount collected under the six mill tax be set aside for the public schools. The sources of revenue of the parish (county) school boards are : Current School Fund, Poll Tax, Annual Appropriations of Police

Jury, Corporation Tax (Towns and Cities), Rent of School Lands, Interest on 16th Sections, Fines and Bonds. All fines imposed by criminal courts for the violation of penal law, and the amounts collected on all forfeited bonds, are to be applied to the support of the Common Schools. The new constitution directed the State Legislature to order a new enumeration of the children in the State between six and eighteen years of age; the legislature of 1898 enacted that the State Assessors should make a careful canvass of their parishes, writing down the name, age, ward, race, and sex, of every child enumerated, and swear to the correctness of their returns, for which, upon approval of the State Board of Education and the State Superintendent of Public Education, they are to be paid by the parish school board at the rate of four cents for each educable enumerated.

"By the returns of the Assessors to the State Auditor for 1898, the whole number of educable children in the State between six and eighteen years of age was:—white, 178,604, colored, 191,986.

"By the third section of the Suffrage Article of our new constitution no one can vote at any election unless he is able to read and write the English language, and give proof by a prescribed test that he is able to do so; or, in lieu of this qualification, is the bona fide owner of property, real or personal, assessed to him on the assessment rolls of the current year to the amount of three hundred dollars, and the taxes due thereon have been paid. This is a wholesome provision from our educational point of view, and must eventuate in diminishing the number of our illiterate white males, and compelling them all to learn to read and write, and to send their children to our schools. We shall watch with interest the effect of this stimulus upon those portions of our State where for long years, among even our white inhabitants, ignorance and indolence have been more acceptable than learning and industry.

"With the close of the session of 1898-99, the *Normal School*, under the able management of President Caldwell, completes its fourteenth year. Within this time, it has graduated 326 students, and has sent out into the schools of the State perhaps an equal or greater number of undergraduates with from one

to three years of normal training. Of the 326 graduates 201 have been actually engaged in teaching in the public schools of Louisiana the past year. And it is a matter worthy of note, that of the entire number of graduates, but two have failed to fulfil the promise to teach after graduation.

"The total number of graduates for the year is sixty-one. This marks a notable increase in the number of students who complete the course of professional training offered by the Normal School. Of the sixty-one graduates, thirty-three are teachers who have had from one to six years' experience in the schools of this or other States, and several of the remainder have taught one or more terms during the intervals of their attendance at the Normal School.

"A comparison of the summary of attendance with the summaries of preceding years shows a steady advancement in the number of students having good scholarship. This indicates a growing recognition of the specific function of the school, and enables it year by year to concentrate its means and forces more closely upon the professional training of teachers.

"The attendance for the year was the largest in the history of the school, the enrolment being 459. The number of students in the normal classes was 343, in the model school, 116. An important addition to the instruction of the year has been the study of drawing, introduced into all the classes of the school, and covering the whole course. It has been demonstrated that the drawing is an actual help toward many of the other subjects of the course, particularly the science subjects and the practice teaching. Drawing has made a permanent place for itself in every part of the school."

Louisiana wisely provides a State Institute Conductor, and such an officer has wrought most helpful improvements. The work consists of local parish institutes, one week institutes, two weeks institutes, and summer normal schools.

"The aim of the work was: 1. To inspire the teachers with higher ideals and greater enthusiasm, — to fill them with the spirit of the real teacher. 2. To cause a deeper interest in

child-study and a keener sympathy for child-life. 3. To form the strongest possible bond of fellowship and co-operative love between patron and teacher, between teacher and child. 4. To give the teacher a thirst for truth and a desire to bear its messages to the children. 5. To reveal the needs of the schools and arouse enthusiasm in supplying these needs. 6. To present model lessons in teaching and exemplify the best and most economical methods of teaching the common-school branches. 7. To impart information and stimulate sustained effort in self-improvement. 8. To portray the signs and qualities of the good teacher and the ideal school, encouraging the teachers to become the one and approach the other. To a very satisfactory degree the aim was realized in the immediate good results which everywhere followed the institutes. The teachers from one end of the State to the other have felt the influence of the institute and summer-school work, and the invincible spirit of progress that has been created is everywhere urging our people and teachers onward to broader scholarship and higher culture, which must result in more liberty and better living."

#### MISSISSIPPI.

Hon. H. L. Whitfield, Superintendent of Public Education, writes :—

"In compliance with your request, I send you a general report of the Normals and Institutes held in Mississippi during the present summer. I cannot give you statistics or other definite information, as the reports of the directors and conductors have not reached me. The work in this State is divided into two classes—Institutes and Normals; the distinction being that Institutes of not less than five days are required to be held in each County of the State. The funds for the Institutes are raised by examination fees, and are not paid from a general appropriation,—from taxes. The Institutes have been held as usual, a syllabus having been prepared for the guidance of the conductors. In several counties the teachers supplemented the regular fund, and this extended the term. Two years ago the

legislature appropriated twenty-five hundred dollars (\$2500.00) a year for 1898 and 1899 as a supplement to the Peabody fund. Several towns and communities of the State made most generous contributions to get the Normals located in their respective localities. The distinctive feature of the work this year has been actual teaching; classes were organized and text books used. Some standard work on Pedagogy was adopted for each Normal, and as a rule the teachers bought the books. Earnest work has characterized the Normals. Two Normals located in the interior were largely attended by those whose circumstances were such that they could not get to the railroad towns. The attendance of the rural teachers has been better than heretofore. Although we feel greatly encouraged, yet we know that we have only begun the great work. There still exists in some sections a prejudice to public education. Much of this is due to the race problem. The leading teachers of the State will be called together at an early date to adopt some distinctive educational policy for the State. An attempt will be made to get more liberal appropriation from the Legislature for School purposes."

#### WEST VIRGINIA.

Hon. J. R. Trotter, State Superintendent, says :—

"Permit me to report to you that the Institute season in West Virginia, which began on the 26th day of May and continued until the 8th day of September, with the exception of the week beginning June 26th and the week beginning July 3rd, was in very many respects the most successful we have ever had. For white teachers there were conducted in the State one Institute in each of fifty-three counties and two Institutes in each of the other counties, namely Kanawha and Jackson. In addition to these there were city Institutes in Huntington and Wheeling. There were also Institutes for colored teachers held at Harper's Ferry, Jefferson County, Bluefield, Mercer County, and Farm, Kanawha County; making in all a total of sixty-two Institutes. The liberality of the State in increasing the appropriation for Institute work from one thousand to three thousand dollars per year has enabled me to give two instructors to an Institute in

nearly every case. I was able to employ several gentlemen from abroad, in addition to those from the State, and all did very satisfactory work and have helped the cause of education. If there had been more money available I should have continued my plan inaugurated two years ago of employing a few instructors of national reputation in primary work, and trust that I may be able to do this another year. You will see that the work in the Institutes is now conducted in a more business-like way and that closer attention to the program is now given than ever before. You will note also that more liberty is given to the instructors as to the manner in which they will develop the topics. This I have found to work admirably, and to this, as much as to anything else, do I attribute the wonderful progress made in Institute work in the last few years."

#### TENNESSEE.

The Hon. Morgan C. Fitzpatrick, Superintendent of Public Instruction, has shown unwearied diligence, great tact, and much ability in meeting his varied duties as the head of the Department of Instruction, and as member of the State Board of Education.

"I submit herewith the Annual Report, which embraces the entire work of State Peabody Institutes in Tennessee — those aided in part by your Board and by the State. The present incumbent of this office did not assume its duties until April of this year, and, therefore, did not have at his command such information as was desirable and necessary, but he is pleased to report that the work has been most satisfactory.

"Heretofore, only four or five State Normal Institutes have been held in the State; but I found more teachers would attend, and that more satisfaction would result from the location of two Institutes in each grand division. By directing your attention to the geography of this State, you will observe that the points selected are as near as possible conveniently located and distributed among the counties.

"State Peabody Institutes for the colored were located at Nashville in Middle Tennessee, at Union City in West Tennes-



see, and in Knoxville in East Tennessee. The colored teachers being numerically very much less than the whites, it was not thought best to locate more than one Institute in each grand division for them. In upper East Tennessee there are entire counties where the colored population is not sufficient to justify the teaching of a half-dozen schools, and the same is almost true in many of the Middle Tennessee counties. It is gratifying that the attendance at the Institutes for both races has exceeded that in any prior year. The State Legislature has heretofore appropriated \$1,500 per annum for the aid of Institute work in the State, but at its last session it increased its appropriation from \$1,500 to \$2,500 per annum, which, with the \$1,200 so generously tendered by your Board of Trust, made the Institute fund for this year and for next \$3,700. In addition to this fund, each of the six towns and cities in which was located the Institutes for the whites gave \$150, which added to the other appropriations made \$4,600 as an Institute fund. I employed four instructors for each Institute, and endeavored to select the ablest and most capable and successful teachers within this State, and their work at each Institute has proved the propriety and judiciousness of their selection.

*"County Institutes.* Interest in education has greatly increased during the past year in this State, and now there is a live active Teachers' Association in most of the counties in each grand division of the State, and the same will aid in securing more capable teachers in the future. In every Institute, State and County, expressions of gratitude have been made by the teachers because of the continued generosity of the Peabody Board of Trust.

*"Peabody Normal College.* The Peabody Normal College has just closed the most prosperous term in its history. There were enrolled in the Peabody Normal College, proper, during the last year, 604 students, which, with those attending the Winthrop Model School, its preparatory department, made an enrolment of more than 900 students. This enumeration does not include students attending either the Medical College or the College of Music, which are under control of the President

of the Peabody Normal College, because as such he is made Chancellor of the University of Nashville also. The entire membership of the Peabody Normal College and of the University of Nashville makes more than 1,500 students in actual attendance. These students speak in stronger language than any which I could employ of the successful management and continued prosperity of this great Institution. Dr. Payne has been peculiarly effective in sustaining the reputation of this Institution for excellence, thoroughness, and capability in teaching. Wherever its students have worked in Tennessee, the superior, capable, and satisfactory manner in which they have performed their duties has been most eloquent testimony to the work performed by the Faculty in this Institution.

"When this College was first located in Nashville, no appropriation was made by the State. In 1881, however, the State Legislature appropriated \$10,000 annually, and a few years later increased the appropriation to \$15,000. In 1895 the Chair of American History was established and the Legislature gave an additional appropriation of \$5,000 per annum for that subject, making the entire appropriation of the State for this Institution \$20,000 per annum, which was continued by the last General Assembly. The people of Tennessee are grateful to you, the honored representative of the Peabody Board of Trust, as they are also to your Board, for the generosity which has been continually manifested for this Institution, the people of this State, and the whole South. I hope I am not mistaken in believing that your Board will find a hearty co-operation on the part of the resident Boards here who are interested in this Institution, and from the people throughout the State. I believe that they will, in the future as in the past, assume every responsibility and respond to every expectation of yourself and your Board. We desire to co-operate with you in making the College a success, and in keeping on persistently until, with one aim and one purpose, we can make the Peabody Normal College second in efficiency, second in attendance, second in power and importance to no Institution in our country."

## TEXAS.

From a letter of the Hon. J. S. Kendall, the new Superintendent of the Department of Education, I learn that during the summer he has held successfully ninety-seven summer schools,—65 for white teachers and 31 for colored. Another was held with the Prairie View Normal, an institution aided from our Fund. The last Legislature gave to each of the 159 Senators and Representatives the right to appoint a student to this Normal,—two-thirds of whose expenses should be paid by the State. “Shoe-making, broom-making, and dairying have been taught, but the teaching of other industries or trades is urgently recommended. It is a hopeful indication that altogether we have had the largest attendance and the largest number of State certificates issued from these schools that have been known in the history of the State.” The Sam Houston Normal preserves its high standing and more than deserves the fostering care which from its origin has been given to it by the Trustees. The Legislature incorporated another Normal at Denton, in the northern part of the State, and from it is expected valuable assistance in building up the public schools. It may be well to give an official estimate of the permanent school fund. The Treasurer and Comptroller, about the first of August, 1898, gave an estimate as a basis for determining the distributive amount for the year. “Investment in railroad bonds, Texas State bonds, county (Texas) bonds, interest-bearing land notes, and cash, \$16,809,646. In addition, the State owns about twenty-four million acres of unsold public school lands, the value of which cannot be definitely fixed. They are now offered at \$1.00 an acre.”

The Comptroller and Treasurer, at the same date, submitted to the Department of Education an estimate of receipts of the Available School Fund.

Ad valorem school tax . . . . .	\$1,540,000.00
Receipts from poll tax . . . . .	530,000.00
Receipts from occupation tax . . . . .	265,000.00
Penalties and insolvent collections . . . . .	12,000.00
Redemptions . . . . .	60,000.00
Assessments by collectors . . . . .	5,000.00
Total . . . . .	<u>\$2,412,000.00</u>
Less delinquent taxes, commissions for assessing and collecting, and errors in assessments . . . . .	482,000.00
Net total from taxation . . . . .	<u>\$1,930,000.00</u>
Interest on county, State, and railroad bonds . . . . .	\$357,365.00
Interest on land notes . . . . .	410,000.00
Lease of school lands . . . . .	315,000.00
	<u>\$1,082,365.00</u>
Transfer from permanent school fund . . . . .	\$168,000.00
Cash in treasury . . . . .	50,000.00
	<u>218,000.00</u>
Total available State school fund for the year	<u>\$3,230,665.00</u>

The State Board of Education has this year appropriated for public school purposes \$3,001,069.00,—the deficit being caused by change in the law and the falling off of receipts from certain sources of revenue. The Bureau of Education calculates the value of universities and colleges, including productive funds, at \$2,683,575.00. The assessed value of the property in the State for last year was about \$854,894,795.00. There are fifteen States with larger school revenues, and five with more children of school age. Sparseness of population, in an area of 265,780 square miles, as much as New England, New York, Pennsylvania, Ohio, Illinois, Delaware, and half of New Jersey, is a most serious drawback to the efficiency of free schools. The Middle States have 120 people to the square mile, the Southern States, 22. Massachusetts has 278, Alabama, 29. Still the Empire State is dowered with a priceless boon, which if wisely husbanded and administered will enable her to educate all her children without money and without price.

*Distribution of Income since October 1, 1898.*

## ALABAMA.

Florence Normal . . . . .	\$1,600.00
Troy . . . . .	1,600.00
Montgomery . . . . .	1,400.00
Tuskegee . . . . .	1,400.00
	<hr/> \$6,000.00

## ARKANSAS.

Teachers' Institutes . . . . .	2,200.00
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## FLORIDA.

Institutes . . . . .	1,200.00
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## GEORGIA.

Milledgeville Normal . . . . .	\$2,300.00
Athens . . . . .	1,700.00
Institutes . . . . .	1,500.00
	<hr/> 5,500.00

## LOUISIANA.

Natchitoches Normal . . . . .	\$2,000.00
Alexandria . . . . .	400.00
Institutes . . . . .	1,650.00
	<hr/> 4,050.00

## MISSISSIPPI.

Institutes . . . . .	2,800.00
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## NORTH CAROLINA.

Greensboro . . . . .	\$2,800.00
Winston . . . . .	600.00
Public Schools . . . . .	800.00
“ “ . . . . .	400.00
Summer Institutes . . . . .	300.00
	<hr/> 4,900.00

## SOUTH CAROLINA.

Winthrop Normal . . . . .	\$3,000.00
Charleston Schools . . . . .	2,200.00
Institutes . . . . .	1,114.00
	<hr/> 6,314.00

## TENNESSEE.

Institutes . . . . .	1,200.00
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## TEXAS.

Sam Houston Normal . . . . .	\$2,500.00	
Prairie View " . . . . .	500.00	
Institutes . . . . .	1,100.00	
	<hr/>	4,100.00

## VIRGINIA.

Hampton Normal . . . . .	\$2,000.00	
Farmville " . . . . .	1,500.00	
Petersburg " . . . . .	500.00	
Institutes . . . . .	1,200.00	
	<hr/>	5,200.00

## WEST VIRGINIA.

Institutes . . . . .	1,500.00	
Dr. A. D. Mayo . . . . .	150.00	

## PEABODY NORMAL COLLEGE.

Salaries . . . . .	\$14,100.00	
Library . . . . .	500.00	
Dr. Payne's Travelling Expenses . . . . .	150.00	
	<hr/>	14,750.00

## SCHOLARSHIPS.

Alabama . . . . .	\$1,609.86	
Arkansas . . . . .	2,080.85	
Florida . . . . .	1,046.25	
Georgia . . . . .	2,386.86	
Louisiana . . . . .	1,767.25	
Mississippi . . . . .	1,690.23	
North Carolina . . . . .	2,261.90	
South Carolina . . . . .	1,816.70	
Tennessee . . . . .	3,420.91	
Texas . . . . .	2,818.15	
Virginia . . . . .	2,410.72	
West Virginia . . . . .	1,399.95	
	<hr/>	24,709.63
		\$84,573.63

J. L. M. CURRY,  
General Agent.

WASHINGTON, D. C., Oct. 2, 1899.



APPENDIX A.



## APPENDIX A.

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PEABODY NORMAL COLLEGE, NASHVILLE.

TO HON. J. L. M. CURRY,

*General Agent of the Peabody Education Fund:—*

I have the honor to present to you my twelfth annual Report as President of the Peabody Normal College.

The synoptical table which accompanies this Report shows the facts of enrolment from the organization of the school to the close of the last year inclusive, a period of twenty-four years. This period is naturally divisible into two equal periods of twelve years each. The first may be called the period of organization, during which the average yearly enrolment was one hundred and forty. During the second period, which might be called the period of development, the average yearly enrolment was four hundred and sixty.

At the last commencement one hundred and thirty-three students were graduated with the degree of Licentiate of Instruction, twenty-two with Bachelor's degrees, and one with a Master's degree. Fifty-two of these degrees were conferred on students from Tennessee, and twenty-five on students from Texas. The ceremonies attending this commencement were simple and unusually impressive, and the day was made memorable by the presence of Governor McMillin and State Superintendent Fitzpatrick.

It is with profound sorrow, and with a sense of almost irreparable loss, that I record the death, on July 29th, at Smithfield, Pennsylvania, of Dr. A. L. Purinton, our Professor of Physics and Chemistry, my Private Secretary,

and Secretary of the Faculty. He had been in failing health since February, but an iron will and a devoted purpose carried him through his manifold and arduous duties till the close of the year, when, for recuperation, he went to the home of his brother in Granville, Ohio, and later to his ancestral home in Pennsylvania. Dr. Purinton's service to the College can never be adequately estimated. He was clear-sighted, prompt, indefatigable, intensely loyal to his school and to his chief. He never limited himself to prescribed duties or to prescribed hours, but ever found happiness in new duties and in unexpected service. Students never had a better or a wiser friend. In sickness, in sorrow, or in trouble, they found in him the sympathy and affection of an elder brother. His benevolence was unostentatious and hearty, and was carried to the very limit of his ability. As an instructor he was abundantly versed in his science, was unusually clear in his exposition, and in the scholarly vocation "he lured to brighter worlds and led the way." His large department often required material and appliances which the limited resources of the College could not supply, but he ever accepted the situation without complaint, and taxed his ingenuity to turn his scanty supplies to the most profitable account.

At this juncture in the history of the College I have thought it wise to make two co-ordinate departments out of the large department of physics and chemistry as administered by Dr. Purinton. Accordingly, Dr. J. I. D. Hinds has been appointed to the Chair of Chemistry, and Dr. J. M. King to the Chair of Physics. Other changes in the Faculty have been made as follows: Professor S. G. Gilbreath has been appointed to the Chair of Physiology and School Hygiene; Professor C. E. Little has been promoted to the Chair of Latin; Dr. E. W. Kennedy has been made Assistant in Latin and Mathematics; Miss M. E. Hall has been placed in charge of the young

women's department of the Ewing Gymnasium, succeeding Miss Lee, who goes to China as a medical missionary; Dr. W. R. Garrett has been appointed Dean of the Faculty.

In the early winter of last year, with your generous approval, I made what the French call a *voyage scolaire* through Georgia, the Carolinas, and Virginia, visiting the following places: Atlanta, Decatur, Athens, Augusta, Charleston, Columbia, Rock Hill, Salisbury, Greensboro, Chapel Hill, Asheville, Lynchburg, Farmville, Richmond, Williamsburg.

In making these visits I had the following purposes in view: to ascertain the general state of public education in this part of the South; to observe the work which was being done in such typical normal schools as those at Athens, Rock Hill, Farmville, and Greensboro; to notice what was being accomplished in University departments of pedagogy; and in particular to see what graduates of the Peabody Normal College are actually doing in teaching and in school administration.

Too much can hardly be said in commendation of the large schools administered respectively by Presidents Bradwell, Johnson, McIver, and Frazer. The whole atmosphere of these schools is wholesome and stimulating; the academic instruction is thorough; the professional instruction, though elementary, as it ought to be, is wisely conducted, and the whole outlook is hopeful to an extreme degree. The appointments in the school at Rock Hill, — its buildings and grounds, its lecture rooms, its chapel, its gymnasium, its infirmary, etc., etc., — are the most perfect I have ever seen in any normal school, and they reflect very great credit on the statesmanship of Governor Tillman and on the liberality of South Carolina.

As it was my privilege to occupy the first independent chair of pedagogy in an American University, and to map out a general plan of professional instruction for liberally educated men and women, it is very natural that I should

feel almost a paternal interest in a movement which now embraces nearly every University in this country, and this interest led me to Columbia, Chapel Hill, and Williamsburg. I found the largest following in the ancient college of William and Mary, three-fourths of whose students are under the professional instruction of Professor Bird, a graduate of our College. The other departments of pedagogy that I visited are still small, but a noble beginning has been made and the outlook is hopeful.

An ancient philosopher remarks that the man who makes the axe is not the sole judge of it, but that the final verdict lies with the man who uses it. I had long wished to look at our College from the outside, to see what our graduates were actually doing in their vocation, and thus to estimate the real worth of this professional school to the South. Space forbids more than a summary of my observations, which I make as follows:

I find our graduates engaged in all varieties of school work: Professors of Pedagogy, like Mr. Bird of William and Mary; Superintendents of Schools, like Mr. Bond of Athens and Mr. Grimsley of Greensboro; Principals of High Schools, like Miss Sargeant of Atlanta and Mr. Tate of Charleston; Principals of Ward Schools, like Miss Gray of Asheville; Principals of private schools, like Miss Coit of Salisbury; and others serving their country just as nobly by heroic service in country and ungraded schools.

I find that the teachers coming from our school, while wisely progressive, are at the same time wisely conservative, belonging to what may be called the school of progressive conservatism; that they are not addicted to fads, but that in doctrine and method they move along the historic lines of progress, thus having for their support and guidance the net results of human thought and experience in the educating art.

I find these teachers devoting themselves to their vocation as a patriotic service and as their contribution to the



betterment of humanity. In their singleness of purpose and devotion to duty they illustrate the power and beauty of the missionary spirit. As these teachers come from the people, so, clothed with the inspiration and power coming from liberal learning, they return to the people to assist in the uplifting of human society.

I find that these teachers stand high in public esteem, that their professional services are in demand, and that their diplomas are passports to public favor and preferment.

In a word, the effect of my visit upon myself was tonic and inspiring, and though predisposed to discount the value of any work which I have been instrumental in producing, I returned to my duties with some measure of honest self-respect and with a profound love for my school and its students, old and new.

Though my visits were confined chiefly to cities and towns where the better conditions of public education prevail, still I was able to draw some reliable inferences touching the state of elementary education as administered in the rural schools, and these inferences are in the main favorable. It is doubtful whether any other section of our country has shown such marked progress in public education within such a short space of time and under such hard conditions. The first and greatest need was the creation of an enlightened public opinion favorable to the creation and maintenance of public schools. This object has as yet been only partially accomplished, but it is in process of rapid accomplishment. Wherever I went I found the public school spirit coming to the front, and the advocates of this spirit are the men and women of the highest standing in their several communities. Not only have the better informed people ceased to make excuses for the public school, but the public school is everywhere granted the right of eminent domain. I believe that the agent that has done most towards creating this better

state of public opinion is the Peabody Education Fund as employed in the maintenance of Normal Schools and Teachers' Institutes ; and wherever I went I found the visible traces of your own wise benefactions.

Macaulay says of certain teachers that they seem to have found the point up to which intellectual culture can be pushed without reaching intellectual emancipation. One has reached this intellectual emancipation when he is able to do his own thinking, to come to his own conclusions, and to solve the problems that confront him in the practice of his profession. As a rule, secondary instruction has not the breadth and the depth necessary to endow its students with the ability to do independent thinking ; it is only culture and training of the collegiate type that can produce this endowment. Now the profession of teaching has need of a certain number of men and women, and the larger this number is the better, who are competent to deal in an independent way with the educational problems that are ever coming up for solution and settlement. This is especially necessary in periods like the present, when equable progress in the art of education is disturbed by a succession of fads, each of which catches the unwary, and wastes the time and effort needed for better things. In larger and larger numbers teachers need to be educated rather than trained ; their great need is the art of wholesome and effective thinking.

In the main, our L. I. students fall below Macaulay's line of intellectual emancipation ; they have not the maturity, and their studies do not produce the depth and the breadth, necessary for catholic thinking ; to use Plato's phrase, they must walk, not by intelligence, but by true opinion, that is, by methods received on authority, and borrowed from teachers and books. Up to a certain point this process is perfectly legitimate, and much of the work done in schoolrooms will always fall under this description ; but if sure and steady progress

is to be made in the educating art, if teaching is to be in any sense a liberal art, provision must be made for enriching the profession with larger and larger numbers of liberally educated teachers. It is for this reason that I have encouraged students to extend their studies beyond the requirements for the L. I. degree, and to remain in College till they have earned a Bachelor's degree. Such students contract at least a taste for liberal learning and imbibe some measure of the scholarly spirit; they acquire some comprehension of the educational problem and learn to treat such complex questions with some degree of judicial fairness. These men and women are now making their mark on the public education of the South, and it is my conviction that it will ultimately be discovered that the source of the greatest usefulness of this College lies in the higher region that I have now pointed out. In the main, this happy extension of the student's academic and professional education is due to the simple bit of legislation which, in the bestowal of scholarships, gives precedence to students who have already been in the College for one year at their own expense. As a rule, this simple provision extends the student's course to three years and sometimes to four.

This stimulus towards the higher learning produces another result that I think is highly creditable to our College. I mean the fact that so many of our graduates, after teaching for a while, resort to higher institutions of learning in order to give still greater extension to their studies. As I write, a letter comes to me from one of our foremost graduates of several years' standing, saying that he and his wife are on their way to New Haven, where he is to spend the coming year in Yale University in the study of advanced English, as a preparation for higher service in his profession. This is typical of many cases, and I rejoice in the fact that so many of our graduates resort to Chicago, Baltimore, Cambridge, New Haven, and Worcester. Even

more might be said, for some of our graduates go beyond seas to supplement the opportunities given in our College.

While I feel a just pride in the fact that the love of learning is prevalent in our College, I feel a greater pride in the prevalence of what I have called the missionary spirit, that spirit which measures the worth of life by the amount of good that one can do to his fellow mortals. I weigh my words when I say that this is the characteristic and animating spirit of the Peabody Normal College. The happiest letters that I receive come from devoted men and women who are serving their country and kind by building up little schools in desert places, under the stress of hard conditions that would dishearten any but the most hopeful and courageous. It would be an injustice to suppose that our graduates are satisfied only with the conspicuous and well salaried places in the teaching service. I am glad to see our teachers coming to the front and occupying places where their trained activities move over wide areas; but I am even more delighted to see them working in humbler places at the very foundations of human society. But whether in high places or in low, the spirit is the same; a hearty consecration of time, talent, and learning to the doing of good.

I am, with the greatest respect,

Your obedient servant,

W. H. PAYNE,  
*President.*

September 11, 1899.

## STATISTICAL TABLE.

The following table exhibits the attendance by States from the date of the organization of the Normal College, in 1875, to May, 1899.

STATES.	1876-1877	1878	1879	1880	1881	1882	1883	1884	1885	1886	1887	1888	1889	1890	1891	1892	1893	1894	1895	1896	1897	1898	1899	
Alabama.....			3	7	6	12	12	11	12	10	14	13	16	19	26	23	32	27	33	31	28	31	21	
Arkansas.....																								
California.....			4	6	7	9	7	5	9	8	10	11	12	14	18	21	23	23	26	20	17	29	26	
District of Columbia.....																								
Florida.....		2	2	8	11	12	6	5	5	5	1	2	1	2	2	11	9	10	10	12	14	10	11	
Georgia.....		10	15	20	23	23	14	14	12	14	15	15	22	33	39	37	36	46	45	37	35	40	39	
Indiana.....																								
Indian Territory.....																								
Iowa.....																								
Japan.....																								
Kansas.....																								
Kentucky.....								2	2					1	3	4	3	3	4	5	7	6	5	
Louisiana.....			2	2				6	4	5	8	9	9	11	17	13	13	12	19	19	16	19	18	
Mexico.....																								
Michigan.....																								
Minnesota.....																								
Mississippi.....			7	12	14	17	14	15	14	7					1	2	9	6	13	22	24	32	31	
Missouri.....																								
Nebraska.....																								
New Jersey.....																								
New York.....																								
North Carolina.....																								
Ohio.....				3	6		13	12	11	12	15	15	15	19	24	26	27	30	36	29	24	21	25	
Ontario.....																								
Pennsylvania.....																								
South Carolina.....																								
Tennessee.....	59	91	94	87	53	68	62	55	59	66	57	73	69	151	203	216	251	311	256	243	283	277	273	
Texas.....				6	12	14	17	8	11	7	14	15	16	16	17	22	25	27	34	40	47	45	46	
Virginia.....	1		7	5		9	8		15	17	18	16	16	13	15	19	17	16	20	23	19	22	24	
West Virginia.....																								
Total.....	60	91	113	131	137	161	173	157	154	165	153	178	177	280	359	422	470	560	508	528	575	544	578	604







